U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Dr. Michael Lucas

Official School Name: Cornell Elementary School

School Mailing Address:
1099 Maple Street
Coraopolis, PA 15108-2910

County: Allegheny State School Code Number*: 103-022-103

Telephone: (412) 264-5010 Fax: (412) 264-4142

Web site/URL: http://www.cornell.k12.pa.us/44439262571131/site/default.asp E-mail: mlucas@cornell.k12.pa.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Donna Belas

District Name: Cornell School District Tel: (412) 264-5010

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Karris Jackson

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

1	Elementary schools (includes K-8)
1	Middle/Junior high schools
1	High schools
	K-12 schools
3	**TOTAL**

2. District Per Pupil Expenditure: 10277

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[X] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**6**	23	25	48
K	27	36	63	**7**			0
1	27	28	55	**8**			0
2	24	22	46	**9**			0
3	21	26	47	**10**			0
4	20	25	45	**11**			0
5	28	20	48	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					352

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
	% Asian
12	% Black or African American
1	% Hispanic or Latino
	% Native Hawaiian or Other Pacific Islander
72	% White
14	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 10 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	19
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1.	352
(5)	Total transferred students in row (3) divided by total students in row (4).	0.099
(6)	Amount in row (5) multiplied by 100.	9.943

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 66 %

Total number students who qualify: 232

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 17 %

Total Number of Students Served: 59

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	29	Specific Learning Disability
2	Emotional Disturbance	19	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	24	0
Special resource teachers/specialists	5	0
Paraprofessionals	6	0
Support staff	7	0
Total number	43	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **15 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	94%	94%	95%	95%	94%
Daily teacher attendance	95%	95%	95%	96%	94%
Teacher turnover rate	0%	1%	1%	0%	2%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

We missed 95% by a few tenths of a percentage point. Several students were ill and did not provide medical excuses. However, our attendance overall is excellent despite some serious challenages. Cornell Elementary is a Title I school with 65% of our students coming from economically disadvantaged homes. We also have many students from struggling single parent homes, where family concerns take precedence over school attendance at times. Many of our families also do not have vehicles, so missing the bus in the morning becomes a transportation problem in some cases.

In the 2004 and 2005 School Year, Cornell Elementary had a few teachers take a sick leave of absence, take additional maternity leaves with sick days, and there were several family deaths that caused the teacher attendance rate to drop very slightly below the normal level of 95%.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Cornell Elementary School is located approximately ten miles west of downtown Pittsburgh. K-6 students from the communities of Coraopolis and Neville Island are provided with outstanding instruction from a highly qualified and dedicated staff. Coraopolis is mainly a residential community with a business district of family-owned stores and shops. Neville Island is increasingly made up of a variety of new business ventures and opportunities. A low millage rate and excellent modes of transportation make the Cornell School District an attractive community for business and manufacturing development.

Cornell Elementary serves as the pillar of the community as it sits on a beautiful private campus in town for all residents to visit and enjoy. The school is used on weekends and evenings for numerous school and neighborhood events. Local businesses, universities, police/fire department, military groups, alumni, senior citizens, and nonprofit organizations have strong ties and partnerships with Cornell, which creates a great sense of community and pride in our neighborhood elementary school. Uniquely, Cornell students find that they are never "lost in the crowd." We are one of the smallest schools in Pennsylvania with only 700 students K-12 and 350 students at Cornell Elementary. Our unique small size gives our students numerous opportunities to participate and receive individualized instruction.

Students simply succeed at Cornell Elementary School. We have 43 staff/teachers that will not let students fail. Our passionate and dedicated team recognizes each child's natural and unique abilities. The potential of each child is celebrated by providing a comprehensive, rigorous, and individualized curriculum designed to meet the needs of each student. Further, children are taught to strive to meet their individual goals.

The staff, students, and parents embrace our Cornell Elementary Mission Statement;

"Cornell Elementary is dedicated to Learning, Respect, and Responsibility."

Our students recite the mission statement every morning. The statement is printed in every classroom, handbook, parent letter, and it is posted throughout the school. We all know our school mission, we believe in it, and our students are reminded of it often to help focus in on why they are in school.

In addition to the accepted ritual of our school mission statement, Cornell Elementary has a very positive and student focused culture, which embraces and keeps many traditions as an integral part of the school community. The traditions begin with the annual celebration of the first day of school. The student entrance way is decorated with balloons, the band plays music, and all staff members are present to applaud as the kids come off the bus. The first day of school is treated as a great celebration. A second important ritual is the charity work of our students and teachers. Traditionally, our students and teachers go to great lengths to give back to the community through fundraising and volunteering throughout the year. Examples include the Sixth Grade Thanksgiving Food Drive, senior citizen gift making, Pennies for Haiti Fundraiser, Coat Drive, and the Christmas Toy Drive. October would not be complete without the annual Fire Safety Day.

Rituals and customs are in abundance at Cornell Elementary. Each year, our 6th grade class attends a field trip to Washington, D.C. Students also attend a special elementary graduation ceremony at the end of the school year. In addition, local community businesses send guest speakers that visit yearly to address our kids on various issues such as safety, banking, and drug awareness. Another tradition unique to Cornell is our annual Kindergarten Boot Camp. The Boot Camp is a three week orientation provided to our newest recruits. Finally, the school year always concludes with the annual Fun in the Sun Celebration. On this day, the school turns into a large amusement park as various fun activities and games are played as students and teachers reflect on the school year. We also recognize students publicly for both academic and extracurricular achievements.

Cornell certainly has many student achievements to celebrate. A major recent milestone was that 98% of our 6th graders were proficient or advanced in mathematics last year. Our students have also read more books and have successfully passed more reading tests than ever before, from a review of our Reading Counts (reading incentive program) data. This upcoming year we will also equip every classroom with a smartboard. This helps our students and teachers become more technologically advanced to enhance classroom lessons.

In summary, Cornell Elementary has many extraordinary traditions and rituals that create a unique student-focused climate and culture. We are proud of our achievements and accomplishments over the last few years. Our courageous teaching staff has overcome the challenge of 65% of our students being classified as economically disadvantaged. We also embrace and celebrate the diversity among our students. Cornell teachers firmly believe that all kids can learn and all of our kids will be successful. We are determined to help our students embrace our mission to become "Dedicated to Learning, Respect, and Responsibility." The Cornell Elementary teachers passionately believe that our students deserve to attend a Blue Ribbon School.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Assessment data analysis is a vital component of our educational program. We write goals, make teacher action plans, develop and adjust our curriculum, and create benchmark tests as a result of the data analysis. Fortunately, Cornell Elementary students have been making academic progress each year. Our assessment performance is moving in a positive direction, demonstrating great to moderate growth year after year. We are thrilled with our results and look forward to raising the bar each year.

A majority of Cornell Elementary's academic success is measured by the Pennsylvania System of School Assessment (PSSA). The Pennsylvania Department of Education (PDE) describes the PSSA as a standards-based, criterion-referenced assessment used to measure a student's attainment of the academic standards while also determining the degree to which school programs enable students to attain proficiency of the standards. Every Pennsylvania student in grades 3 through 8 and grade 11 is assessed in reading and math. Every Pennsylvania student in grades 5, 8 and 11 is assessed in writing. Every Pennsylvania student in grades 4, 8 and 11 is assessed in science.

Performance Levels from PDE's Webpage.

Pennsylvania's General Performance Level Descriptors
Advanced The Advanced Level reflects superior academic performance. Advanced work indicates an in-depth understanding and exemplary display of the skills included in the Pennsylvania Academic Content Standards.
Proficient The Proficient Level reflects satisfactory academic performance. Proficient work indicates a solid understanding and adequate display of the skills included in the Pennsylvania Academic Content Standards.
Basic The Basic Level reflects marginal academic performance. Basic work indicates a partial understanding and limited display of the skills included in the Pennsylvania Academic Content Standards. This work is approaching satisfactory performance, but has not been reached. There is a need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.
Below Basic The Below Basic Level reflects inadequate academic performance. Below Basic work indicates little understanding and minimal display of the skills included in the Pennsylvania Academic Content Standards. There is a major need for additional instructional opportunities and/or increased student academic commitment to achieve the Proficient Level.

In a review of the application data tables, Cornell Elementary has exceeded the state standard in reading and math over the past five years by making Adequate Yearly Progress every year the PSSA has been administered. Cornell Elementary School has exceeded the current PSSA state standard in reading and math by a combined 29% over the past five years. Cornell has significantly exceeded the PSSA state target in math, which is currently 56% advanced/proficient, by averaging 81% advanced/proficient.

Not only has Cornell Elementary as a whole performed at a high level on the PSSA test, but has also maintained consistent scores and progress with a high percentage of economically disadvantaged students. Cornell Elementary has more than 65% of students identified as economically disadvantaged. Each year Cornell Elementary School has exceeded the state standard in reading and math for this subgroup population. In 2008-2009 Cornell Elementary economically disadvantaged students exceeded the reading and

math state standards by a combined 26%, with scoring 77% advanced/proficient in math (state target 56%). Cornell's economically disadvantaged students averaged 75% advanced/proficient in math for the past five years.

Cornell Elementary School's 2008-2009 sixth grade students scored 90% advanced/proficient in reading (27% above the state target of 63%) and 98% advanced/proficient in math (42% above the state target of 56%). Over the past five years Cornell Elementary third grade students overall averaged 88% advanced/proficient in math (32% above the state target). The third grade economically disadvantaged students averaged 84% advanced/proficient (28% above the state target) over the past five years.

Some noted assessment facts included that there is no state assessment data for the fourth and sixth grade 2004-2005 school year, due to the state of Pennsylvania not requiring fourth and sixth grade students to take the PSSA exam that school year. The first year that fourth and sixth grade students participated in the PSSA exam was the 2005-2006 school year. The data portion of the application for fourth and sixth grade 2004-2005 school year contains all zeros to represent this fact.

Cornell Elementary School utilizes several websites to monitor and calculate student data and progress for the Pennsylvania System of School Assessment (PSSA). The websites are:

Pennsylvania Department of Education Academic Achievement Report (PAAYP):
http://paayp.emetric.net/

Emetric: https://solutions1.emetric.net/pssa/

Pennsylvania Value Assessment System (PVAAS): https//pvaas.sas.com/evaas/signin.faces

2. **Using Assessment Results:**

Data-based decision making is a priority at Cornell Elementary. Assessment data drives all our decisions about instruction on three levels: (1) the classroom level, (2) subject and grade levels, and (3) the district level. Essentially, student achievement data informs all facets of instruction from teachers' lesson plans to the district's professional development initiatives.

For example, classroom teachers assess students both formally and informally, and then plan their lessons according to students' learning needs. Through observation, questioning, conversation, pre-tests, chapter tests, unit tests, and culminating projects, teachers gauge students' mastery of content and skills. They identify students who have met each academic standard and/or benchmark, as well as those who are in need of remediation. Then, teachers plan and implement differentiated lessons designed specifically to increase the achievement of their respective students.

Data also influences decisions made among subjects and grade levels. Teachers of grades kindergarten through six administer common assessments across subject areas. Student achievement data is compiled, analyzed, and interpreted by each teacher and then compared with data gathered by teachers of the same subjects and grades. During meetings organized specifically for the purpose of data analysis, teachers examine the data closely, and identify areas in which students have demonstrated achievement. Anomalies and areas in which students appear deficient are also considered. This information determines how respective classroom teachers might align their lesson plans to meet their students' particular learning needs. Additionally, the data drives the continual revisions of the curriculum maps for each subject area and grade level so that teachers of common subjects remain focused and consistent.

Furthermore, student achievement data obtained from standardized tests like the PSSA and 4-Sight informs the professional development initiatives implemented at the district level. For example, teachers have been

learning how to differentiate instruction for the past two school years. The district's decision to instruct teachers to use varied assessments to carefully measure students' performance has helped many students succeed and has given teachers more information about the student. Apparent that subgroups of students (learning support students and economically disadvantaged students) demonstrated achievement that was at a basic or below basic level, pushed the need to change how we teach kids. Differentiated instruction had been employed to target those students' needs. What occurred once teachers implemented differentiated instruction was improved student achievement in reading and math across the entire population.

In addition, each teacher was extensively trained on how to analyze and use our student assessment data. They were also trained in how to use various assessment reporting databases. Common grade level planning times were specifically scheduled to promote data discussion and data analysis discourse among teacher teams. Every week, each grade level team is required to meet with the literacy coaches and/or principal to discuss students and the latest assessment data. From the data meetings, specific instructional centers are planned to address the needs. Struggling students are also identified and possible courses of remediation are discussed at the meetings.

In closing, the teachers' and administrators' assessment analysis has improved the level of instructional discourse among our staff. Our teachers now collaborate and make decisions based on data on a daily basis. Specific action plans and goals are developed to increase student achievement. All of this is possible from data analysis and teacher collaboration.

3. **Communicating Assessment Results:**

It is imperative that all stakeholders work together to provide for students the best and most appropriate education possible. Communication between the school and parents, particularly, is critical in terms of increasing student achievement. We believe it is important to share with parents how Cornell will make necessary adjustments to the curriculum based on the student assessment scores. Parents and community members need to know that we use these tests to inform and drive our instruction. This validates the purpose to evaluate and plan our programs.

Teachers are expected to communicate with parents regularly. Fortunately, technology has made communication much more convenient. In addition to communicating with parents via the telephone and e-mail, teachers and parents have access to the internet and interact daily through the *EDLine Software*. EDLine allows parents to have access to their children's: (1) grades in every class; (2) daily homework assignments; (3) attendance. For parents who do not have access to the internet, the district maintains an "open-door" policy in regard to communication. Parents may schedule conferences with teachers, guidance counselors, and/or principals, and are welcome to visit the school any time they wish. In addition, a standard report card and interim progress report is sent home each term (9 weeks).

Our students are assessed several times throughout the school year to measure and monitor progress. We assess students in both math and reading in all grade levels. Our state assessments include math, reading, writing, and science. We also use DIBELS, 4Sight and Terra Nova, and GMADE assessment resources. The assessment summary reports are always mailed home with an attached letter explaining the results and a phone number to call to discuss the information. We also schedule a special assessment PTC meeting once a year. The meeting's agenda includes the assessment results and highlights the strengths and areas of concern from the assessment scores. Then we conclude with sharing grade level action plans and discuss specific ways we are changing instruction in regards to the test results. Cornell mails home several letters periodically throughout the year to help our parents prepare their children for the state assessments. These letters explain the assessment and provide insight to what aspects of the curriculum their child will need to understand to perform well on the assessment. Finally, the monthly parent letter has an entire section to discuss our current status of assessment preparation and includes helpful student practice activities for parents.

In the school, we also proudly post our school assessment scores for all to view in our lobby. Upon entering the elementary building, our state test scores are displayed on a large bulletin board. Along the assessment wall we also post our most recent benchmark results and teacher action plans to provide a solid indication of our current status. The hallway also proudly displays our past performances throughout the years signifying that we have always exceeded state annual yearly progress marks.

In closing, the principals, guidance counselors, curriculum coaches, and various other staff members regularly conduct informational workshops for parents about professional development initiatives, children's health and wellness, standardized tests and how to analyze and interpret student achievement data, transitioning from one grade to the next, and ways to help their children succeed. Many of these same educators teach classes throughout the summer as part of the district's *PRIDE* Program, created to offer members of the community a chance to learn anything from how to utilize technology to how to live a healthy, vegetarian lifestyle. Many opportunities are planned throughout the school year to inform our parents. We believe in the importance of the parent, community, and school connection for our students to be successful.

4. **Sharing Success:**

Traditionally, Cornell Elementary has consistently shared many accomplishments with our community and other local schools on many occasions. One example is that we are a Science: It's Elementary School, which is a state funded science initiative that promotes the use of inquiry for teaching science in elementary schools. Our school is one of several PA SIE Schools that adopted a hands-on science curriculum. To share this accomplishment and success in science instruction we had an open house and we invited parents, science teachers from other schools, members of the community, local politicians, and university professors to observe our students "doing" science. The event was well attended and gave us an opportunity to showcase our best practices in science instruction.

Our technology equipment has enhanced our ability to share with others through videoconferencing with different classrooms around the world. This type of sharing and exchanging is becoming quite popular in the area and at Cornell. Our students have participated in discussions, debates, and lectures through videoconferencing. Our teachers participated in many different learning communities around the country with the video equipment. Cornell also utilizes a school webpage and two large video screens to display and showcase student accomplishments. Cornell displayed the Blue Ribbon Nomination this month. We also made a Cornell Elementary movie and posted it on our school webpage to allow viewers to see the amazing things we do at Cornell Elementary. To further inform the community, we send the residents and parents a quarterly newsletter celebrating our school programs. This mini-magazine includes colorful pictures and detailed articles about the success of our students. If we are honored with the Blue Ribbon Award, we will develop a special Blue Ribbon Magazine and distribute it to the entire community. We would be thrilled to showcase our Blue Ribbon caliber programs and initiatives.

Cornell Elementary shares their "best practices" with local universities as well. We already work closely with several local distinguished Schools of Education including: University of Pittsburgh, Robert Morris University, Duquesne University, and Penn State University. We hope to continue to share, collaborate, and invite their staff and students to explore, research, and share in our school's success as a nominated Blue Ribbon School. The university education population is an ideal venue to share the success of our academic program.

In summary, Cornell is very proud of their student success and programs. We are thrilled to share our best practices and student achievement with others and also appreciate learning how other schools are successful. It would be an honor to share our success as a Blue Ribbon School. This prestigious honor would certainly validate our academic program to be shared with others.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The goal of the elementary program is to equip each child to be an informed, caring, and effective citizen. We hope to create and inspire life-long learners. This is accomplished at the primary level by teaching children to read well, to express their thoughts through speaking and writing, to work with numbers and mathematical operations, to investigate, to inquire, and to solve problems. In the intermediate grades, the curriculum is further extended and enriched by students applying what they are learning.

All students participate in language arts, math, science and social studies. Children are also offered learning experiences in technology, music, physical education, and library media studies. In addition, art, research, musical instruments, and advanced technology skills are integrated into the elementary curriculum at the intermediate grade levels.

LITERACY – Reading, Writing, Listening and Speaking: The primary grades focus a majority of their instruction time on phonemic awareness (saying and hearing the sounds of letters) and phonics (connecting letter sounds with the letters) activities. At all grade levels, developmentally appropriate higher level reading and thinking skills are emphasized along with the connection between reading, writing, listening and speaking. The language arts - writing, grammar, usage mechnics, and spelling are an integral part of literacy instruction. In addition, independent reading of self-selected books is encouraged to help students develop a life-long enjoyment of reading.

Reading instruction at Cornell Elementary is practiced primarily through the Harcourt Trophies Reading Series. This research based program maintains the philosophy of integrating reading mechanics, language arts components, and comprehension in a way that challenges learners to think, process, infer, and consider information. There is a four-block model for balanced literacy which is utilized to deliver instruction. The curriculum involves whole group read alouds, shared reading, and reading in small groups at individual levels. Cornell also uses a Guided Reading program to differentiate our reading instruction. Targeted instructional support programs are also offered to students who benefit from extra small group remediation instruction. The underlying premise embedded in our reading curriculum philosophy is that teaching children HOW to read is just a beginning. Teaching them to LOVE to read is the challenge and goal.

MATHEMATICS: Our math program is designed to teach students what numbers represent and to develop the "number sense" needed for upper level mathematics. Concepts such as estimation, computation and the use of appropriate strategies in problem solving are a focus of the curriculum. Students benefit from questions that are designed to gradually introduce them to new concepts that build on what they have learned in previous grade levels to develop an in-depth understanding of mathematical concepts. The multi-component curriculum provides a variety of learning experiences, such as the use of hands-on manipulatives, an interactive website for use in the school and in the home, connections to other subjects and work pages related to the lessons.

Harcourt Math was the chosen text and it is a research-based, complete and comprehensive math program used in Kindergarten through Grade 6. The teachers preferred this text because it was written to provide thorough coverage of state and national standards and to provide teachers the flexibility to customize the program for state and local courses of study.

SCIENCE: The science curriculum emphasizes the process skills involved in the scientific method of data collecting, analyzing, and problem solving. Students are introduced to content in the physical, life, technological and earth sciences. Hands-on experimental kits are used at all grade levels to teach science

through the use of the inquiring method. Inquiry is an educational approach that models authentic scientific thinking and processes for children in an age appropriate manner. Scientific thinking includes students learning and practicing the skills of observing, questioning, making inferences, hypothesizing, investigating, interpreting, and communicating with multiple representations.

SOCIAL STUDIES: The Social Studies program introduces students to civics, history, geography and economics. The primary focus of the curriculum develops understandings of the school and local community and moves to a global focus in sixth grade. Our goal is to focus and to deepen student understanding of important ideas and issues through inquiry and meaningful learning experiences. Students are engaged in learning activities that teach them to develop an appreciation for individual and group accomplishments as students and citizens.

ART: The elementary art program provides a sequential art curriculum that is aligned with the Pennsylvania Academic Standards for the Arts and Humanities. Collaboration between the classroom teacher and the art instructor are the norm. These collaborations have led to many interdisciplinary lessons. Students are exposed to a variety of different media materials and techniques as well. Some of the processes covered in the spiraling curriculum are drawing, sculpting, weaving, collage, jewelry making, and painting.

PHYSICAL EDUCATION: Students participate in a progressive program of activities based upon their needs, interests, readiness and physiological development. The goal is to development life-long habits of physical activity and fitness.

MUSIC: The music teacher works with children to develop an appreciation of and an interest in music and to develop music-making skills through a variety of musical methods. All children participate in singing, movement, playing instruments and reading rhythmic and melodic notation. Beginning in the 4th grade, students may elect to play an instrument.

TECHNOLOGY: All students K-6 participate in a technology course once a week. Students are introduced to project-based keyboarding, which will utilize the computer as a learning tool for students to learn and apply computer skills as they work through projects. Projects are based on reading, writing, math, social studies, and art, through keyboarding practice activities.

FOREIGN LANGUAGE: Elementary gifted students are given the opportunity to study a foreign language. We are in the early planning stages of offering a foreign language to all students next year.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

Cornell Elementary prides itself on offering the best reading instruction possible. For the past two school years, Cornell Elementary has made reading the school-wide focus through prioritizing resources, reallocating instructors, developing grade level and school level reading goals, increasing professional development in reading instruction, developing solid reading remediation paths, and maximizing and enhancing reading instruction time. In addition, the district has gone to great lengths to carefully explore, pilot, and then purchase research-based reading resources to help our teachers provide outstanding reading instruction. The majority of the professional development presented by the district is focused on teaching reading strategies. One example would be that teachers were trained on using Guided Reading (level books) with their students.

To help lead our reading initiatives we have two literacy coaches on staff to offer support and professional development in reading. They work in every reading classroom with every reading teacher and reading student. The literacy coaches offer an abundance of reading professional development to keep our teachers well informed and equipped to teach reading to students at all reading levels. Cornell Elementary also partnered with the University of Pittsburgh's Education Department to stay current with the latest research on

reading instruction. The university committed four reading teachers to come to Cornell Elementary every day to work with our students and teachers to offer support, consultation, and assist in the reading assessment analysis.

Reading instruction at Cornell Elementary is practiced primarily through a reading series called Harcourt Trophies. The reading series was embraced by the teachers K-6, because it exposes the students to outstanding literature and well-known children's literature authors. The series immerses our students in quality literature. The series is also strategically aligned with our state standards for reading instruction.

Our students are offered far more than just a basal reader to challenge and develop their reading skills. Cornell has implemented a Guided Reading Program K-6. Students are motivated through an enormous range of outstanding leveled books from Scholastic. Every title is supported with effective teaching strategies to help all children become independent readers who love to read. Teachers can tailor their instruction to meet a variety of interests, while building the comprehension skills and confidence students need to read independently. Guided Reading assures the differentiation of reading instruction to challenge each student and develop the reading skills of every reader. The teachers embraced Guided Reading to make sure we are able to reach each learner and have them read and develop on their level.

To conclude, Cornell's extensive focus on improving reading has enhanced the reading instruction dramatically. Teachers developed a vocabulary theme for the entire year. We believe our common school-wide focus is the reason for our increased reading scores. Each language arts class K-6 is taking a stronger focus in vocabulary development and vocabulary activities. Our goal is to improve student comprehension through building strong vocabulary foundations in each reader.

3. **Additional Curriculum Area:**

One important component of our Cornell Elementary Mission Statement is to be dedicated to learning. Our science curriculum seems to lend itself to the notion of inquiry and thinking critically. The processes instilled in the children as they go through their science investigation promote intrinsic learning habits. These habits center on questioning the world around us through inquiry. Teachers use the inquiry method of instruction in all subjects but mostly in science.

Inquiry-based classrooms create environments to allow children to approach learning that allows their natural curiosity to lead the way. Inquiry-based classrooms also provide much more focus, structure, and dialogue to the learning process. There are three major areas of development in an inquiry-based learning environment: (1) content and conceptual understanding and development, (2) the skills and activities of doing science, and (3) attitudes and habits of mind. The following are some of the characteristics of students actively involved in inquiry teaching and learning. (*Foundations: Inquiry Page 80-84 and SIE Resources.)*

SIE Students:

- Students view themselves as active participants in the process of learning
- Students accept an "invitation to learn" and readily engage in the exploration process
- Students plan and carry out investigations
- Students communicate using a variety of methods
- Students propose explanations and solutions and build a store of concepts
- Students raise questions
- Students use observations
- Students critique their science practices

The dedication to learning is also reflected in the teachers through our science curriculum. The hallmark of our science program is the extensive professional development that our teachers receive. They participate in

hours of professional development to be able to facilitate amazing, hands-on, and inquiry based science lessons that promote great thought and intrigue. Science professional development sessions are facilitated by experienced resource teachers and professional development facilitators specializing in each of the science disciplines.

In addition, Cornell Elementary is a participating partner in ASSET Inc. This organization formed partnerships between Allegheny County School Districts, businesses, and foundations. ASSET is dedicated to the continuous improvement of the teaching and learning process in elementary science and technology. These strong partnerships assure that we have outstanding resources and experts supporting the science curriculum.

In summary, our students learn about science through participating in many hands-on activities and experiments. Our students love doing science! A non-textbook format is used. To promote the "dedication to learning" of our mission, our science curriculum involves students learning and practicing the skills of observing, questioning, making inferences, hypothesizing, investigating, interpreting, and communicating with multiple representations. These types of higher-order-thinking skills are transforming the way students learn about the world around us and hopefully deepening their "dedication to learning."

4. **Instructional Methods:**

One of Cornell most important professional development initiatives is differentiating instruction. As an inclusion school, Cornell teachers must differentiate their instruction. For the last two years, Cornell Elementary has been working with Professor Constance Palmer from the University of Pittsburgh. She is a locally well-known expert on differentiating instruction. She has in-serviced our staff on several occasions, created mini-workshops, and has followed up with the teachers throughout the year.

Our teachers were well engaged in the professional development on differentiated instruction. During the training, teachers learned how to plan for and implement differentiation as a means of reaching all students. At Cornell, teachers understand that students possess various learning styles and/or multiple intelligences, interests, and readiness levels as per particular skills. By administering learning style surveys, interest surveys, and pre-assessments, teachers discover the most appropriate means by which to increase their students' achievement. Once teachers uncover students' learning styles and interests, for example, they use that data to drive their planning and execution of lessons. Teachers often design tasks according to students' learning styles and interests, and then allow students to choose among those tasks to demonstrate their content mastery. Similarly, teachers might analyze the data gleaned from a pre-assessment to group students appropriately for a tiered assignment created to match their readiness levels.

Essentially, teachers recognize that differentiated instruction not only includes numerous teaching strategies geared toward specific learning needs, but also constitutes continual monitoring of students' progress. While providing enrichment in the form of curriculum compacting, interest groups, or learning contracts for advanced students, teachers may offer remediation to struggling students by conducting mini-lessons or brainstorming activities. Regardless of the type of learners in the differentiated classroom, all teachers recognize that learning occurs through socialization; therefore, they facilitate cooperative learning activities so that students continually interact with their peers. By making careful, deliberate decisions about lessons based upon their students' individual needs, teachers are able to utilize differentiated instruction to provide rigorous, yet personalized, learning opportunities for all students.

In summary, our inclusion students (students with an IEP in a mainstreamed classroom) are succeeding far more after our intensive differentiation training was completed. Varied instruction is now the norm in all of our classrooms and our special education students are succeeding and our brightest are being challenged. The differentiated instruction training has made our instruction more focused on individual needs.

5. **Professional Development:**

Cornell Elementary has an extensive professional development plan that is driven by the district's strategic plan, current research, and student assessment data. The district also surveys the entire professional staff to define specific teacher needs on an annual basis. Through careful deliberation through the Cornell Education Committee, the areas of professional development were focused in on differentiated instruction, technology, and using assessment data. These three areas of professional development were deemed most important to the professional staff and administration and were indicated as a means to reach all students.

Technology:

Cornell Elementary strives to successfully implement technology on a daily basis in every classroom. The elementary school has made great strides in technology use and will continue to implement more technology into the classroom. This year every classroom will be fully equipped with smartboards and laptops. To facilitate the technology professional development, Cornell Elementary has an in-house fulltime technology coach that plans weekly trainings for teachers.

Overall, our district technology plan and strategic plan include provisions to align professional development for teachers and administrators to the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS). It also provides time for grade level teachers to meet and align the curriculum to make sure our students meet the ISTE NETS for students. In addition, each teacher is required to complete a 30 hour professional development class for each of the next two school years on integrating technology into the classroom and teaching 21st century skills.

Benchmark Assessment Training:

Recently, the Cornell Elementary Professional Staff was re-trained to use PA Department of Education's 4Sight Benchmark Assessments. These assessments provide teachers with detailed information related to their students meeting specific state standards. In-service days were dedicated to the presentation of programs and training to address specific needs as they relate to 4Sight Benchmark Assessment training and past surveys. In the following years, programs will be presented to continue to address instruction and curriculum, as it pertains to the state standards. Our teachers will be given follow-up and updated training to stay current on the latest state initiatives and standards. Teachers will also be given time to review, analyze, and discuss the 4Sight Assessments, PSSA Assessments and other assessment data. In addition, the elementary teachers will continue ongoing meetings with the literacy and mathematics coaches to analyze 4Sight data.

Differentiated Instruction:

As explained in detail in question #4, Cornell Elementary Teachers are working closely with Professor Palmer from the University of Pittsburgh to develop their differentiated instruction skills. The administration expects to see varied instruction in the classroom. Professional development opportunities and support is always an e-mail away. Our teachers have attended various workshops and in-services to make sure all students are receiving the instruction they need. Our inclusion philosophies and our high percentage of special education students, demands a high level of differentiated instruction. Differentiated instruction will continue to be a major focus of professional development for the next three years.

6. **School Leadership:**

All actions of school leaders, and particularly the school principal, link directly to increasing student achievement. Visible in the hallways and classrooms regularly, the principal ensures that teachers are conducting academically rigorous lessons that keep students motivated and engaged. By remaining visible and constantly interacting with both teachers and students, students recognize the principal as someone whose

role extends beyond administering discipline. Instead, they perceive the principal as a leader who is interested in them as individuals and who wants them to succeed.

The principal also arranges time for teachers to interact professionally. By scheduling for "common planning time" at least three times a week, the principal encourages professional dialogue centered on student achievement. Similarly, the principal arranges for teachers of the same subjects and grade levels to have common preparation periods so that they can ensure coherence among their classes and discuss instructional strategies and assessment data analysis that help students succeed.

Technology is a major focus for the district and the principal. The principal either provides teachers with training on new technology accessible within the school, or arranges for teachers to be trained by an expert. The principal encourages teachers to take risks in the classroom by using new and innovative instructional strategies or technologies proven to increase student achievement. If teachers fail to feel comfortable taking risks, the principal offers guidance and support.

The principal is an integral part of the curriculum, lessons, and instruction. The principal carefully gathered data and feedback from students and teachers when he first arrived three years ago. The data identified academic needs and other areas of concern. One by one changes were made from the suggested data to improve the learning and culture. A great level of collaboration and discussion is still promoted and used to guide positive change. Cornell Elementary chose one specific focus, which is to enhance reading instruction. Reading instruction is still the focus of the administration.

In summary, the structure of the leadership consists of one elementary principal and the job responsibilities are very unique and complex because of the small size and the District being housed in one large building. The leadership role would be best described as an instructional leader. However, in a small school district, the principal handles many other leadership roles. The principal is also the federal program coordinator, director of curriculum and instruction, human resource director, grant writer, disciplinarian, truancy officer, maintenance and staff supervisor, and also serves as the building principal K-12 for the day-to-day operations.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: PSSA

Edition/Publication Year: n/a Publisher: Pennsylvania Department of Education/Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	81	91	84	98	87
% Advanced	42	29	22	77	60
Number of students tested	41	45	37	48	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	71	92	77	96	83
% Advanced	21	33	14	81	51
Number of students tested	24	24	22	26	35
2. African American Students					
% Proficient plus % Advanced				100	88
% Advanced				72	63
Number of students tested				11	16
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	40	73			
% Advanced	20	18			
Number of students tested	10	11			
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 3 Test: PSSA

Edition/Publication Year: n/a Publisher: Pennsylvania Department of Education/Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	71	82	57	79	81
% Advanced	20	18	3	35	30
Number of students tested	41	45	37	48	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	67	75	50	73	74
% Advanced	13	8	5	31	31
Number of students tested	24	24	22	26	35
2. African American Students					
% Proficient plus % Advanced				91	81
% Advanced				27	25
Number of students tested				11	16
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	50	55			
% Advanced	30	0			
Number of students tested	10	11			
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 4 Test: PSSA

Edition/Publication Year: n/a Publisher: Pennsylvania Department of Education/Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	88	85	91	74	0
% Advanced	46	58	58	34	0
Number of students tested	48	33	43	53	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed					0
Percent of students alternatively assessed					0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	86	83	92	66	0
% Advanced	39	61	54	26	0
Number of students tested	28	23	24	35	0
2. African American Students					
% Proficient plus % Advanced			80	73	0
% Advanced			40	27	0
Number of students tested			10	15	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	69				
% Advanced	31				
Number of students tested	13				
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

PSSA's were not developed and administered at the fourth grade level in the 2004-2005 school year.

Subject: Reading Grade: 4 Test: PSSA

Edition/Publication Year: n/a Publisher: Pennsylvania Department of Education/Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	69	61	81	64	0
% Advanced	29	30	37	11	0
Number of students tested	48	33	43	53	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	64	48	79	57	0
% Advanced	18	30	38	14	0
Number of students tested	28	23	24	37	0
2. African American Students					
% Proficient plus % Advanced			80	60	0
% Advanced			40	7	0
Number of students tested			10	15	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	39				
% Advanced	15				
Number of students tested	13				
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

PSSA's were not developed and administered at the fourth grade level in the 2004-2005 school year.

Subject: Mathematics Grade: 5 Test: PSSA

Edition/Publication Year: n/a Publisher: Pennsylvania Department of Education/Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	58	89	71	74	67
% Advanced	22	48	29	35	39
Number of students tested	36	44	49	46	70
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	52	84	63	61	59
% Advanced	17	40	22	17	33
Number of students tested	23	25	32	23	49
2. African American Students					
% Proficient plus % Advanced			79	50	59
% Advanced			7	0	29
Number of students tested			14	14	17
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					25
% Advanced					10
Number of students tested					20
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 5 Test: PSSA

Edition/Publication Year: n/a Publisher: Pennsylvania Department of Education/Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	54	73	51	54	54
% Advanced	3	25	6	15	6
Number of students tested	37	44	49	46	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	54	68	50	43	51
% Advanced	4	20	6	13	4
Number of students tested	24	25	32	23	49
2. African American Students					
% Proficient plus % Advanced			50	21	59
% Advanced			0	7	0
Number of students tested			14	14	17
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					20
% Advanced					0
Number of students tested					20
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 6 Test: PSSA

Edition/Publication Year: n/a Publisher: Pennsylvania Department of Education/Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	98	87	67	68	0
% Advanced	73	66	44	35	0
Number of students tested	52	47	43	65	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	96	79	52	59	0
% Advanced	68	61	29	31	0
Number of students tested	25	28	21	49	0
2. African American Students					
% Proficient plus % Advanced			33	65	0
% Advanced			17	30	0
Number of students tested			12	20	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced				33	
% Advanced				17	
Number of students tested				12	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
Multi-Racial		80			
Multi-Racial		80			
Number of students tested		10			

Notes:

PSSA's were not developed and administered at the sixth grade level in the 2004-2005 school year.

Subject: Reading Grade: 6 Test: PSSA

Edition/Publication Year: n/a Publisher: Pennsylvania Department of Education/Data Recognition Corp.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	90	77	49	59	0
% Advanced	50	41	30	25	0
Number of students tested	52	47	43	65	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	88	71	38	53	0
% Advanced	44	32	23	16	0
Number of students tested	25	28	21	49	0
2. African American Students					
% Proficient plus % Advanced			25	45	0
% Advanced			17	15	0
Number of students tested			12	20	0
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced				25	0
% Advanced				8	0
Number of students tested				12	0
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
Multi-Racial		90			
Multi-Racial		60			
Number of students tested		10			

Notes:

PSSA's were not developed and administered at the sixth grade level in the 2004-2005 school year.